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ABSTRACT

Because of reliability and validity problems in teacher- and parent-rated early childhood questionnaires, the Preschool Temperament Inventory (PTI) was developed to help teachers assess and appreciate individual differences of children prior to first grade. The PTI uses teacher ratings on eight temperament categories, including activity level, approach/withdrawal, adaptability, intensity, mood, persistence, distractibility, and threshold. To establish reliability, 54 preschool children were rated on 72 items of a pilot instrument. A chi-square test was performed on each item to differentiate the 15 high scorers and the 15 low scorers in each temperament category. Items not showing a difference at the .05 level of significance were eliminated from the revised version, resulting in a questionnaire with 54 items. Questionnaires were rescored with consideration given only to reliable items, and the PTI was administered to an additional sample of 73 preschool children. To validate the instrument, a subsample of 31 children was rated on the Behavioral Style Questionnaire, a parent-rated temperament instrument. All the children's scores were plotted individually on a profile sheet in order to determine diagnostic cluster assignment. Characteristic dimensions of children who were found to be easy, difficult, and slow to "warm up" are described, and additional results are discussed. It is concluded that the PTI reliably measures temperament traits of children 3 to 6 years of age. The instrument and related materials are appended. (RH)

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The Preschool Temperament Inventory: Construction
and Standardization of a Teacher-Rated Instrument
for Assessing Temperament of Three-to-Six
Year Old Children

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Abstract

The Preschool Temperament Inventory was designed to gather reliable and valid temperament data from children three to six years old. This instrument was used with a sample of 127 children ranging in age from 39 to 68 months. Teacher ratings using the Preschool Temperament Inventory were shown to correlate significantly with parental ratings on a subset of 31 children for activity level, approach, adaptability and persistence.

PRESCHOOL TEMPERAMENT INVENTORY

I. Purpose of Instrument

The Preschool Temperament Inventory (PTI) was designed to gather reliable and valid temperament data for children from three years until they enter first grade at six or six and a half. The PTI uses teacher ratings on eight temperament categories as defined in the New York Longitudinal Study by Thomas, Chess, Birch, Hertzog, and Korn (1963). The behaviors rated were seen as being more appropriate to the pre-first grade classroom than those used in the Teacher Temperament Questionnaire by Thomas and Chess (1977). Martin and Pfeffer (Note 1) and Billman (Note 2) have also found reliability and validity problems with the teacher and parent-rated early childhood questionnaires which Thomas and Chess included in the Appendices of their 1977 publication.

II. Sample

Children from 9 different preschool groups in two small cities in Southeastern Minnesota who ranged in age from 39 to 68 months (mean age = 57 months) were the subjects in the study. The 127 children (52 boys and 75 girls) were predominately white and middle-class. Included were one black, one deaf, two hearing impaired, a child with cerebral palsy, and five foreign-born

children. The child with cerebral palsey was not rated on activity level. Five children were not rated on distractibility and 9 were not rated on threshold to external stimuli. Children were rated by 11 different teachers.

III. Method

A pilot instrument of 72 items was administered to 54 subjects. To establish reliability each item was analyzed using a chi-square test to differentiate the 15 high scorers and the 15 low scorers in each temperament category. Items which did not show a significant difference (alpha level of .05) were eliminated from the revised version which contained 54 items. The instrument has 6 to 9 items from every category except distractibility which has 3. Using only the reliable items the questionnaires were rescored. The Preschool Temperament Inventory was administered to an additional sample of 73 children.

To validate the instrument a subsample of 31 children (19 girls, 12 boys) was rated on the Behavioral Style Questionnaire (BSQ), a parent-rated temperament instrument developed by McDevitt and Carey (1978). Parents rated their children during the same week that teachers rated them.

All the children's scores were plotted on a profile sheet in order to determine their diagnostic cluster assignment. Easy children were approachable, adaptable, mild in intensity, and positive in mood. They scored above the mean in no more than two of these categories and no score was higher than one standard deviation above the mean. Difficult

children were withdrawn, slow-to-adapt, intense, and negative in mood. They scored above the mean in three or four of these categories. Their intensity was always rated as high. They scored greater than one standard deviation on at least two of the difficult/easy variables. Slow-to-Warm-Up children exhibited above the mean scores in the difficult/easy categories also. They scored above one standard deviation in either withdrawal or slow adaptability, but were mild in intensity. Mood and activity could be below the mean for this cluster. Children who had at least three of the difficult/easy scores above or had one score above one standard deviation, but no others above the mean, were scored as Intermediate Low. Those with at least two of the difficult/easy scores above the mean, one of which one was above one standard deviation, were rated as Intermediate High.

	Activity	App/With	Adapt	Intensity	Mood	Persist	Distract	Threshold
Easy	—	app.	adapt	mild	posi- tive	—	—	—
Diff	—	withdrn	slow to adapt	intense	nega- tive	—	—	—
STWU	low	withdrn	slow to adapt	mild	nega- tive	—	—	—

IV. Results

Means and standard deviations were established for the total standardizing sample of 127 children. Since boys scored significantly

higher than girls on activity level ($\chi^2 = 23.34$, $p < .001$) the means and standard deviations are given separately for boys and girls.

<u>PTI Category</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Range</u>
Activity - boys	4.27	.91	1.38 - 5.38
girls	3.16	.91	1.33 - 5.00
Approach	2.85	.85	1.25 - 5.38
Adaptability	2.34	.74	1.13 - 4.63
Intensity	2.72	.94	1.00 - 5.67
Mood	2.09	.72	1.00 - 4.55
Persistence	2.27	.95	1.00 - 6.00
Distractability	4.06	1.00	1.00 - 6.00
Threshold	3.20	.93	1.00 - 5.33

As a result of the analysis of each child's score profile, children were placed in the following clusters:

	<u>Boys (N=52)</u>	<u>Girls (N=75)</u>	<u>Total (N=127)</u>
Difficult	8 (15.4%)	4 (5.3%)	12 (9.4%)
Intermediate High	7 (13.5%)	4 (5.3%)	11 (8.7%)
Slow-to-Warm-Up	3 (5.7%)	10 (13.3%)	13 (10.2%)
Intermediate Low	10 (19.2%)	11 (14.6%)	21 (16.5%)
Easy	24 (46.2%)	46 (61.3%)	70 (55.1%)

In this sample, boys were rated as significantly more difficult than girls ($\chi^2 = 5.0$, $p < .05$).

The comparison of the scores on the PTI and the BSQ yielded the following correlation coefficients:

Activity Level	$\underline{r} = .454$	$p = < .005$
Approach	$\underline{r} = .488$	$p = < .003$
Adaptability	$\underline{r} = .323$	$p = < .05$
Intensity	$\underline{r} = .05$	n.s.
Mood	$\underline{r} = .036$	n.s.
Persistence	$\underline{r} = .404$	$p = < .02$
Distractability	$\underline{r} = .281$	$p = < .063$ (approaches significance)
Threshold	$\underline{r} = .25$	n.s.

V. Discussion

The Preschool Temperament Inventory has been developed for teachers to use in rating children from 3 to 6. The items reliably measure temperament traits. Moderate correlations between the PTI categories and those on the parent-rated BSQ for activity level, approach, adaptability, persistence, and marginally for distractability have established the instrument's validity on these variables.

Sex differences were found with boys scoring significantly higher than girls on activity level. For this reason, boys and girls should be scored separately on this category. Twice as many boys (N=8) as girls (N=4) were placed in the Difficult cluster.

The percentage of children assigned to the different clusters differs somewhat from those found in the Thomas and Chess (1977) and McDevitt and Carey (1978) reports with a smaller percentage of the present sample being assigned to the difficult end of the continuum. Preschool teachers who deal with children in a structured environment for only a few hours a week are less apt to rate a child high on the difficult side because they do not always observe the full range of that child's problem behavior (sleep disturbance, eating problems, relationship with siblings).

This instrument is seen as a tool to help teachers assess and appreciate individual differences in the way young children cope with people, objects, and events in the pre-first grade classroom.

Notes

1. Martin, R. and Pfeffer, J. A report on an item analysis reliability, and validity study on the Thomas, Chess, and Korn temperament questionnaire—parent form—for children age three to seven years old. Unpublished manuscript, March, 1980.
(Available from Department of Educational Psychology, University of Georgia, Atlanta, Georgia 30602.)
2. Billman, J. Comparison of three early childhood temperament instruments. Unpublished manuscript, May, 1981.

References

McDevitt, S. C. and Carey, W. B. The measurement of temperament in 3 - 7 year old children. Journal of Child Psychology and Psychiatry, 1978, 19:245-253.

Thomas, A., Chess, S., Birch, H. G., Hertzog, M. E., and Korn, S. Behavioral Individuality in Childhood. New York, New York University Press, 1963.

Thomas, A. and Chess, S. Temperament and Development. New York, Bruner/Mazel, 1977.

Preschool Temperament Inventory
Profile Sheet--for 3-5 year olds
Developed by Jean Billman, Ed.D.
Revised 1981

Name of Child _____ Date of Rating _____

Age at Rating: _____ years _____ months Sex _____

Category Scores from Score Sheet:

Profile: Please mark in appropriate box below.

6	Activity		Approach	Adapt.	Intensity	Mood	Persist.	Distract.	Thresh.
	high		withd.	nonad.	inten.	neg.	nonpers.	distract	low
	M	F							
+1 s.d.	5.18	4.07	3.70	3.08	3.66	2.81	3.22	5.05	4.22
Mean	4.27	3.16	2.85	2.34	2.72	2.09	2.27	4.06	3.20
-1 s.d.	3.36	2.25	2.00	1.60	1.78	1.37	1.32	3.07	2.27
1	low		appr.	adapt.	mild	posi.	pers.	nondis.	high

	Activity	App/With	Adapt.	Intensity	Mood	Persist.	Distract.	Thresh.
Easy	—	app.	adapt.	mild	posi.	—	—	—
Diff	—	withd.	slow to adapt	inten.	neg.	—	—	—
STWV	low	withd.	slow to adapt	mild	neg.	—	—	—

Scoring the Preschool Temperament Inventory

Circle the answer given. To score count the number of items checked in each of the six. Then multiply by the factors 1,2,3,4,5,6,. Add these products together.

For example: Approach

2	1	2	3	④	5	6
10	6	5	4	3	②	1
16	1	2	③	4	5	6
23	6	5	4	3	2	①
28	⑥	5	4	3	2	1
40	1	2	3	4	⑤	6
42	1	2	3	4	⑤	⑥
51	6	5	4	3	2	①
	1	0	1	1	3	2
Factors-x	1	2	3	4	5	6
	1	0	3	4	15	12

= 35

Divide this number by the number of items scored to get average category score.

$$\begin{array}{r} 4.375 \\ 8 \overline{) 35} \end{array} = 4.38$$

Transfer scores to profile sheet. Determine the approximate location of the score and make a dot there to show child's profile.

Preschool Temperament Inventory
by Jean Billman, Ed.D.

Child's Name _____ Sex _____

Date of Child's Birth _____ Present Age _____ yrs., _____ mos.

Rater's Name _____

Name of Preschool Program _____

Date of Rating _____
(Month) (Day) (Year)

Rating Information:

1. Please base your ratings on the child's recent and current behavior (the last 3 or 4 weeks).
2. Consider only your own impressions and observations.
3. Rate quickly. Come back to an item which causes indecision.
4. Rate every item if possible. If you have not had an opportunity to observe that behavior, mark it NO.
5. Use extreme ratings where appropriate. Avoid ratings only near the middle of the scale.

This instrument is designed to be used with preschool children who are between the ages of 3 until they enter first grade at age 6 or 6¹/₂. Children may be rated by teachers, assistant teachers or student teachers who are with the children for four hours or more per week. A child should be in the preschool program for eight weeks before the ratings are made.

Revised, 1981

Using the scale shown below, please mark an "X" by the space that tells how often the child's recent and current behavior has been like the behavior described in each item.

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6
1. Child wiggles and squirms during story time or quiet activities.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
2. Child looks away when approached by other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
3. Child leaves parents without crying or fussing (after first two weeks of school).			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
4. Child has a pleasant, happy disposition throughout the preschool session.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
5. Child laughs when playing with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
6. Child uses loud voice and/or strong gestures when talking with peers.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
7. This child flits from one activity to another.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
8. Child comments on how hot or cold the classroom is.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
9. Child runs, jumps and engages in large muscle play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
10. Child initiates contacts with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
11. Greet teacher with a smiling face.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
12. Child gets excited easily.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
13. This child works at a project until it is finished.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
14. Child notices and comments on bright colors.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6
15. Child prefers active play such as gym or playground to quieter activities.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
16. Child withdraws or holds back when with unfamiliar adult.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
17. Child tries new foods during snack time.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
18. The child cries or gets upset at minor falls or bumps.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
19. Child reacts to frustration by yelling, flailing arms or stamping feet.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
20. The child does not look up from play when someone else moves close.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
21. Child can attend to having stories read to him/her for several minutes.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
22. Child is sensitive to loud noises; covers ears when music or noise becomes too loud.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
23. This child responds to another child's overtures of friendship.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
24. Child wears a worried look or frown.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
25. This child concentrates on what he/she is doing for five minutes or longer.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
26. Child reacts to strong smells by holding nose or making comments.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
27. Child prefers quiet play to more strenuous activity.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
28. This child participates in group activities such as music or games.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
29. Child is willing to try new activities which the teacher introduces.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6
30. Child becomes irritable during some part of the preschool session.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
31. Child will stay for ten minutes or longer at self chosen play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
32. Child notices tiny details in person's appearance.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
33. The child has a difficult time adjusting to a different teacher or aide from the one with which he/she is familiar.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
34. Child must be reminded not to run inside classroom.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
35. Child has a hard time waiting for his/her turn.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
36. The child expresses eagerness to get to school (reported by parents).			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
37. This child has a mild manner and is generally calm in play situations with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
38. When this child wants something, he/she keeps asking for it until the teacher or other children give in.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
39. The child is bothered by bright lights and will cover or shut eyes.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
40. This child stands on the sidelines and observes others but does not get involved in children's play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
41. Child enjoys vigorous, rough-and-tumble play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
42. Child backs away when approached by teachers.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6
43. Child has trouble making transitions to new activities.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
44. The child responds to simple requests with "no" or refuses to do what the teacher asks.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
45. Child seems to overreact in situations which most other children handle routinely.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
46. The teacher can easily get this child's mind off something that's bothering him/her by offering a new toy or taking the child to new surroundings.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
47. This child willingly leaves what he/she is doing when it is time to change activities.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
48. Child is bothered by having other children near or touching him/her.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
49. Child greets other children when he/she comes in. Seems happy to be back at school.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
50. This child provokes conflicts with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
51. Child smiles at new children and adults in the classroom and shows no shyness when spoken to.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
52. This child cannot be persuaded to participate in an activity once she/he has made up her/his mind not to.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
53. This child is a very fussy eater at snack time.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
54. This child is easily distracted from what he is doing by other people or objects in the vicinity.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Preschool Temperament Inventory
by Jean Billman, Ed.D.

Child's Name _____ Sex _____

Date of Child's Birth _____ Present Age _____ yrs., _____ mos.

Rater's Name _____

Name of Preschool Program _____

Date of Rating _____
(Month) (Day) (Year)

Rating Information:

1. Please base your ratings on the child's recent and current behavior (the last 3 or 4 weeks).
2. Consider only your own impressions and observations.
3. Rate quickly. Come back to an item which causes indecision.
4. Rate every item if possible. If you have not had an opportunity to observe that behavior, mark it NO.
5. Use extreme ratings where appropriate. Avoid ratings only near the middle of the scale.

This instrument is designed to be used with preschool children who are between the ages of 3 until they enter first grade at age 6 or 6½. Children may be rated by teachers, assistant teachers or student teachers who are with the children for four hours or more per week. A child should be in the preschool program for eight weeks before the ratings are made.

Revised, 1981

Using the scale shown below, please mark an "X" by the space that tells how often the child's recent and current behavior has been like the behavior described in each item.

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2. Child looks away when approached by other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
3. Child leaves parents without crying or fussing (after first two weeks of school).			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
4. Child has a pleasant, happy disposition throughout the preschool session.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
5. Child laughs when playing with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
6. Child uses loud voice and/or strong gestures when talking with peers.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
7. This child flits from one activity to another.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
8. Child comments on how hot or cold the classroom is.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
9. Child runs, jumps and engages in large muscle play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
10. Child initiates contacts with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
11. Greets teacher with a smiling face.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
12. Child gets excited easily.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
13. This child works at a project until it is finished.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
14. Child notices and comments on bright colors.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6			
15. Child prefers active play such as gym or playground to quieter activities.	almost never	1	2	3	4	5	6	almost always
16. Child withdraws or holds back when with unfamiliar adult.	almost never	1	2	3	4	5	6	almost always
17. Child tries new foods during snack time.	almost never	1	2	3	4	5	6	almost always
18. The child cries or gets upset at minor falls or bumps.	almost never	1	2	3	4	5	6	almost always
19. Child reacts to frustration by yelling, flailing arms or stamping feet.	almost never	1	2	3	4	5	6	almost always
20. The child does not look up from play when someone else moves close.	almost never	1	2	3	4	5	6	almost always
21. Child can attend to having stories read to him/her for several minutes.	almost never	1	2	3	4	5	6	almost always
22. Child is sensitive to loud noises; covers ears when music or noise becomes too loud.	almost never	1	2	3	4	5	6	almost always
23. This child responds to another child's overtures of friendship.	almost never	1	2	3	4	5	6	almost always
24. Child wears a worried look or frown.	almost never	1	2	3	4	5	6	almost always
25. This child concentrates on what he/she is doing for five minutes or longer.	almost never	1	2	3	4	5	6	almost always
26. Child reacts to strong smells by holding nose or making comments.	almost never	1	2	3	4	5	6	almost always
27. Child prefers quiet play to more strenuous activity.	almost never	1	2	3	4	5	6	almost always
28. This child participates in group activities such as music or games.	almost never	1	2	3	4	5	6	almost always
29. Child is willing to try new activities which the teacher introduces.	almost never	1	2	3	4	5	6	almost always

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6
30. Child becomes irritable during some part of the preschool session.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
31. Child will stay for ten minutes or longer at self chosen play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
32. Child notices tiny details in person's appearance.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
33. The child has a difficult time adjusting to a different teacher or aide from the one with which he/she is familiar.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
34. Child must be reminded not to run inside classroom.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
35. Child has a hard time waiting for his/her turn.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
36. The child expresses eagerness to get to school (reported by parents).			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
37. This child has a mild manner and is generally calm in play situations with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
38. When this child wants something, he/she keeps asking for it until the teacher or other children give in.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
39. The child is bothered by bright lights and will cover or shut eyes.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
40. This child stands on the sidelines and observes others but does not get involved in children's play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
41. Child enjoys vigorous, rough-and-tumble play.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
42. Child backs away when approached by teachers.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Almost Never 1	Rarely 2	Usually Does Not 3	Sometimes 4	Frequently 5	Almost Always 6
43. Child has trouble making transitions to new activities.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
44. The child responds to simple requests with "no" or refuses to do what the teacher asks.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
45. Child seems to overreact in situations which most other children handle routinely.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
46. The teacher can easily get this child's mind off something that's bothering him/her by offering a new toy or taking the child to new surroundings.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
47. This child willingly leaves what he/she is doing when it is time to change activities.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
48. Child is bothered by having other children near or touching him/her.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
49. Child greets other children when he/she comes in. Seems happy to be back at school.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
50. This child provokes conflicts with other children.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
51. Child smiles at new children and adults in the classroom and shows no shyness when spoken to.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
52. This child cannot be persuaded to participate in an activity once she/he has made up her/his mind not to.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
53. This child is a very fussy eater at snack time.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always
54. This child is easily distracted from what he is doing by other people or objects in the vicinity.			almost never	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u>	almost always

Preschool Temperament Inventory (1981) Score Sheet

Activity ⁶						Approach ⁸						Adaptability ⁷						Intensity ⁶						Mood ⁹						Persistence ⁸						Distractibility ³						Threshold ⁷																				
Low			High			App			With			Adapt			Non			Mild			Int			Pos			Neg			Pers			Non			Non			Dist			High			Low																	
1	1	2	3	4	5	6	2	1	2	3	4	5	6	3	6	5	4	3	2	1	4	6	5	4	3	2	1	5	6	5	4	3	2	1	7	1	2	3	4	5	6								8	1	2	3	4	5	6							
9	1	2	3	4	5	6	10	6	5	4	3	2	1							11	6	5	4	3	2	1								13	6	5	4	3	2	1								14	1	2	3	4	5	6								
15	1	2	3	4	5	6	16	1	2	3	4	5	6							18	1	2	3	4	5	6																																				
							23	6	5	4	3	2	1	17	6	5	4	3	2	1	19	1	2	3	4	5	6															20	6	5	4	3	2	1								22	1	2	3	4	5	6
27	6	5	4	3	2	1	28	6	5	4	3	2	1	29	6	5	4	3	2	1							24	1	2	3	4	5	6	21	6	5	4	3	2	1								25	6	5	4	3	2	1	26	1	2	3	4	5	6	
													33	1	2	3	4	5	6							30	1	2	3	4	5	6	31	6	5	4	3	2	1								32	1	2	3	4	5	6									
34	1	2	3	4	5	6													37	6	5	4	3	2	1	36	6	5	4	3	2	1	35	1	2	3	4	5	6								38	6	5	4	3	2	1	39	1	2	3	4	5	6		
41	1	2	3	4	5	6	40	1	2	3	4	5	6	42	1	2	3	4	5	6	43	1	2	3	4	5	6	44	1	2	3	4	5	6																						46	1	2	3	4	5	6
													47	6	5	4	3	2	1	45	1	2	3	4	5	6	49	6	5	4	3	2	1	50	1	2	3	4	5	6	52	6	5	4	3	2	1								48	1	2	3	4	5	6	
							51	6	5	4	3	2	1	53	1	2	3	4	5	6																					54	1	2	3	4	5	6															

Child's Name _____ Age in Months _____ Sex _____

Rater _____ Date of Rating _____ Code No. _____

Preschool Temperament Inventory (1981) Score Sheet

Activity ⁶					Approach ⁸					Adaptability ⁷					Intensity ⁶					Mood ⁹					Persistence ⁸					Distractibility ³					Threshold ⁷																				
Low		High			App		With			Adapt		Non			Mild		Int			Pos		Neg			Pers		Non			Non		Dist			High		Low																		
1	1	2	3	4	5	6	2	1	2	3	4	5	6	3	6	5	4	3	2	1	6	1	2	3	4	5	6	4	6	5	4	3	2	1	7	1	2	3	4	5	6							8	1	2	3	4	5	6	
9	1	2	3	4	5	6	10	6	5	4	3	2	1								11	6	5	4	3	2	1																												
15	1	2	3	4	5	6	16	1	2	3	4	5	6															13	6	5	4	3	2	1								14	1	2	3	4	5	6							
														17	6	5	4	3	2	1	18	1	2	3	4	5	6																												
																					19	1	2	3	4	5	6																												
27	6	5	4	3	2	1	28	6	5	4	3	2	1	29	6	5	4	3	2	1								24	1	2	3	4	5	6	21	6	5	4	3	2	1	20	6	5	4	3	2	1	22	1	2	3	4	5	6
																												25	6	5	4	3	2	1	26	1	2	3	4	5	6														
34	1	2	3	4	5	6								33	1	2	3	4	5	6								30	1	2	3	4	5	6	31	6	5	4	3	2	1	32	1	2	3	4	5	6							
																												35	1	2	3	4	5	6	36	6	5	4	3	2	1	37	1	2	3	4	5	6							
41	1	2	3	4	5	6	42	1	2	3	4	5	6	43	1	2	3	4	5	6	37	6	5	4	3	2	1	36	6	5	4	3	2	1	38	6	5	4	3	2	1	39	1	2	3	4	5	6							
																					44	1	2	3	4	5	6	45	6	5	4	3	2	1	46	1	2	3	4	5	6	47	6	5	4	3	2	1							
							51	6	5	4	3	2	1	47	6	5	4	3	2	1	49	6	5	4	3	2	1	50	1	2	3	4	5	6	52	6	5	4	3	2	1	48	1	2	3	4	5	6							
														53	1	2	3	4	5	6															54	1	2	3	4	5	6														

Child's Name _____ Age in Months _____ Sex _____
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